

**PUBLIC-PRIVATE PARTNERSHIP IN SUPPORTING ORPHANS IN
PRIMARY EDUCATION IN TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
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2013

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled “***Public-Private Partnership in Supporting Orphans in Primary Education in Tanzania***”, in fulfillment of the requirements for the degree of Master of Arts in Education (MED APPS) of the Open University of Tanzania.

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.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my lovely Benedictine Sisters of Saint Agnes Chipole Convent who tirelessly spent much of their resources to invest in my education. To all the Sisters, I say “thanks a lot and may God bless you all.”

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ABSTRACT

The study investigated Public–Private Partnership in supporting orphans in primary education in Dar es Salaam Region, Tanzania. It identified strategies used by public–private partners in supporting orphan pupils in primary education. It examined how well the public-private partnership work in supporting orphans pupils in primary education and lastly it identified the modality for Public-Private Partnership to develop more effective ways for supporting orphan pupils in primary education. Both qualitative and quantitative research methods were employed to facilitate the study. Data were collected from a sample of 65 respondents. The findings revealed that the financing orphans to meet their needs for primary education was a combined effort from different education stakeholders. However, NGOs were leading in supporting orphan pupils, followed by the government, individuals, and CBOs. It was also revealed that the support offered to orphans pupils was inadequate to reach all the orphans due to the big number of orphans as compared to incomes from Centre Government. It is recommended that, supporting orphan pupils in primary education should be regarded as an investment for the country's economic health and future political stability rather than consumption because orphans and vulnerable children potentially provides the future human capital. Therefore, the government, NGOs, CBOs, families and individuals should increase support for orphan pupils in primary education.

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CHAPTER ONE

THE PROBLEM AND ITS CONTEXT

1.0 Introduction

This chapter presents the background and statement of the problem, purpose of the study and specific objectives of the study on public private partnership in financing of orphans in primary education in Dar es Salaam. It also presents research questions, significance of the study, limitations and delimitations of the study as well as the conceptual framework which guided the study. Finally, it explains the organization of the study.

1.1 Background to the problem

Orphans and orphanism are two concepts associated with children who have lost their parents. The Ministry of Labour, Youth, Development and Sports (1995), perceives orphans as a continuum for having both parents through to those who have lost both parents whereas, an orphan is any child below 18 years old whose one or both parents have died of any cause.

Loss of one's parent through death is a traumatic event. Experience of loss is a risk factor that may threaten the basic security and stability of the child's world (Steinberg, 1997). The consequence of losing parents vary amongst children. While some live in families with a surviving parent only, others live with grandparents or relatives and the rest with no support at all (Subbarao, Mattimore and plangemann, 2001).

Some orphans are forced to sell their labour force in order to earn their living while others become street children. Children confronting such situations become emotionally susceptible and economically distressed, ending up being forced into exploitative situation

and even lose sight of their future as schooling for them might become uncertain (UNICEF, 2004).

The United Nations Education Scientific and Cultural Organization maintains that, in the third world countries including Sub-Saharan Africa the prevalence of HIV/AIDS not only increases the number of orphans but also stretches the capacity of families and societies at large. In many cases the extended families lack adequate resources to provide for the orphans and the other children in their households. Such circumstances highly impinge the orphans upbringing process because some of the basic needs such as food, clothing, shelter and educational requirements for their schooling that could be provided by them. (UNESCO, 2003)

The UNAIDS (2002) noted that more than 13 million orphans worldwide have been created by HIV and AIDS. The United States Agency for International Development (USAID) also estimates that the number of OVC will rise to 40 million by 2010. This increase by OVC has social ramifications for societies in developing countries. Thus OVC are affected by inadequate food, clothes, education opportunities, and health care.

According to Africare Annual Report (2009) more than 15 million children in sub-Saharan Africa having lost one or both parents due to HIV/AIDS and other causes the burden of caring for these children has eroded traditional social safety nets in many communities. Also the HIV epidemic cripples house hold and communities, Africare has responded with interventions aimed at supporting families and communities to care for orphans and vulnerable children.

Tonya and others (2009) reported that in sub-Saharan Africa, an estimated 12 million children with age 17 years old and younger have lost one or both parents due to AIDS, and

many more live with chronically ill parent or guardian. Orphans and Vulnerable Children often face intensified poverty, inadequate food, shelter, and medical care, stigma and discrimination, mental distress, and other challenges. Despite recognition of the scale and negative consequences of these problems, there is dearth of evidence as to what types of programmes best improve the well-being of Orphans and Vulnerable Children.

Nyangara (2009) reported that, in sub-Saharan Africa, the number of children under 18 years of age who have lost one or both parents have drastically increased, largely due to the HIV/AIDS epidemic in the region. In addition several million other children live with chronically ill and dying parents and others live in dire poverty and food-insecure households. Orphans and Vulnerable children have contributed by poverty. Social disintegration and the effects of malaria and HIV/AIDS pandemic over the recent years have created many OVC in Tanzania.

Mukulat ADP baseline survey (2010) revealed that, OVC number in Oldonyosambu ward is increasing due to poverty, HIV and AIDS where many NGOs had been working on the HIV/AIDS programme by introducing home based care programme for PLWHA by paying visits to the sick people and introducing income generating activities. However, the case of OVC was left to respective families. This situation resulted to negative effects on the OVC and families in economic and social services because most of the families that were taking care for OVC were still poor and failed to provide all social services such as food education and treatment when become sick. Therefore, the provision of care and support to orphans and vulnerable children within the ward has helped to improve the provision of social services such as treatment, food, clothes and school materials.

According to World Vision Tanzania (2008), a policy on OVC is set for in order to eliminate the unfavourable conditions for orphans and other vulnerable children in society so as to mainstream them into society and to enhance their social economic progress. These guidelines provide a general framework within which relevant interventions by governmental and non-governmental bodies can be implemented.

The Millennium Summit in September 2000 reaffirmed international commitment to working towards a world in which sustaining development and eliminating poverty have the highest priority. It also identified a number of Millennium Development Goals, some of which are relevant to the right of all children, including OVC, in particular those related to education; Universal Primary Education by 2015, children, boys and girls, are able to complete full course of primary schooling. Archive gender equality. Girls and boys have equal access to all levels of education. Article 26 of the Universal Declaration of Human Right, which also deals with the right to education, states that; everyone has the right to education and that education shall be directed to the full development of the Human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship. These views were contributed by Smart (2005).

The United Nations Convention on the Rights of the Child and other relevant human rights instruments guide all actions in support of orphans and vulnerable children in the recognition that development is the realization of a set of universally applicable, in alienable right. This approach recognizes that children are both rights holders and participants; they are not merely the recipients of services or the beneficiaries of protective measures.

Carol and other (2004) contributed that, the Convention on the Rights of the Child affirms that the family has responsibility to protect and care for the child, and that governments have the responsibility to protect, preserve and support the child – family relationship. The convention also specifies the responsibility of the state to provide special protection for a child who is deprived of his or her rights.

Education is primarily regarded as the acquisition of knowledge, skills and attitudes which helps a person to fit in the society. The quality of the Education for All is essential, especially for those with and without disability. The Standard Rule and Equalisation of Opportunities for Persons with Disability was adopted by the United Nations General Assembly as per its 48th session on 20th December 1993. The standard rule states that countries should recognize the principle of equal primary, secondary and tertiary education opportunities in integrated settings (UNESCO, 2004).

Colonial Education

The colonial education in Tanganyika perpetuated western values, customs and traditions (Galabawa, 2005). The education was restricted to a few individuals. While orphans vulnerability is spelt that way in some African countries, Tanzania is not spared. The country experiences varied categories of orphans such as the double orphans who have both all parents, paternal orphans who have lost their fathers and maternal orphans who have lost their mothers. According to gross estimates made by Eastern and Southern African Universities Research Programme (ESAURP 2002) using HIV/AIDS estimates, Tanzania had 2,549,885 under 18 years male and female orphans.

Having the right to education is one thing but having the means to access that right is another. Principally, academic qualification as highlighted before is the foremost criterion

for a child to access public secondary education in Tanzania. However, a shift in policy from free secondary education to cost sharing between the government and consumers of education services has compelled beneficiaries to pay for some of the cost of secondary education such as, school fees, contributions, and uniforms, health services, accommodation, and school supplies like textbooks, pens, pencils, and exercise books. By stipulating that, the financing of education and training shall be shared between the government, communities parents and end-users, the 1995 Education and Training Policy (ETP) made the payment of education costs by consumers a legal responsibility. For that matter, purchasing power become the second criterion for obtaining secondary education services.

Having lost their parents who provided some basic needs for their lives, orphans become puzzled of their future. Most of them lack support in different aspects of their upbringing such as parental care, emotional, and academic support in particular, something which in turn takes them astray the schooling system.

Although Longo (2006) points out that traditionally in some African societies, Tanzania in particular, when parents die, close relatives of the deceased adopt the orphans children, yet such kind of adoption does not equally substitute parents' love, care and support for the orphans wellbeing. In some instances adopters who are expected to provide orphans with basic needs including the payment for costs of education services fail to fulfill that responsibility because of poverty.

Regarding costs of schooling, Mutakyahwa (1999) calculated an indicated that the average annual costs of educating a student in Tanzania was U.S.\$ 46 and U.S.\$170 for primary and

SSS respectively. This means that the education cycle in Secondary School education is more expensive than in the primary education cycle.

1.2 Statement of the Problem

The financing burden for both basic and secondary education has been shifting from the government to household at least for the period of 1980s to 1990s (Galabawa, 2005). This implies that, orphans' adopters and caregivers have to shoulder the orphans' costs of schooling squarely. Hence the need for public-private partnership (PPP). However, UNICEF (2004) contends that, there is compelling evidence that, families are increasingly struggling under strain, and failing to provide fully for their children's needs.

Moreover, studies by Longo (2006) on the community responses to provision of education to orphans, Salia (2006) on orphans and vulnerable children access to primary education and Matete (2007) on the impact of HIV/AIDS on primary school pupils' education in Tanzania, disclose difficulties which adopters and orphans face in meeting the education costs at primary school level. Therefore the statement of the problem is to investigate how the public-private partnership support orphans in primary education.

1.3 Purpose of the study

The purpose of this study was to investigate the manner and extent the public and private organisations cooperate to finance the education of orphans at primary education level.

1.4 Objectives of the study

The study was guided by the following specific objectives.

- i. To identify strategies used by public-private partners in supporting orphan pupils in primary education.

- ii. To investigate how well the PPP is working in supporting orphans pupils in primary education.
- iii. To develop a modality for more effective PPP in supporting orphan pupils in primary education.

1.5 Research Questions

- 1) What are the strategies used by public-private partners in supporting orphan pupils in primary education?
- 2) How well does the PPP work in supporting orphans pupils in primary education?
- 3) What modality has been developed to make PPP develop for more effective in supporting orphans pupils in primary education?

1.6 Conceptual Framework

Guba and Lincoln as cited in Kombo and Tromp (2006) maintained that, a conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this.

Once it is clearly articulated a conceptual framework has potential usefulness to assist a researcher to make meaning of subsequent findings. Figure 1. presents the model that guided the study.

The CIPP Model on Partnership in Supporting Orphans in primary Education

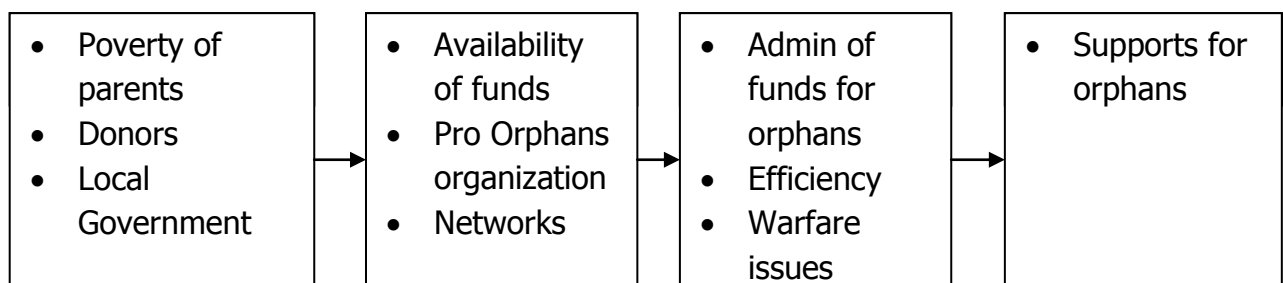


Figure 1: Conceptual Framework for the study

(Source: Omari, 2011)

The study adopted a model from Omari (2011). The model suggests that the poverty of the parents denies big number of orphans and vulnerable pupils access to basic needs like, food, school fees, stationeries, health services. Intermediaries, such as donors, and local intermediaries seek for availability of funds from different organizations for example NGOs, CBOs, Religious Organisations, politicians, HAKI ELIMU, and UNICEF in order to support orphans.

Additionally, the model suggests that funds can be administered through, the processes of Local Government, coordinators of orphan pupils, children's homes, and Social Welfare officials. Efficiency is needed in distributing supports in order to solve different welfare issues such as inadequate food, school fees, transport and stationery. In order for the orphan pupils to meet the costs for primary education, the Central Government, Local Government Authorities, NGOs, religious organisations, parents, guardians and other individuals known as sponsors of orphans costs of schooling come in, through processes such as administering of funds for orphans, efficiency and welfare issues. The outcome is that, the orphans get supports, in their primary education.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents conceptual understanding the terms orphanism and orphans population. It also looks into causes of orphanism, orphans and schooling, sponsors of orphans, challenges which orphans face in schooling PPP background, PPP strategies in the education sector, PPP contracts, the private sector complaints about the PPP in Tanzania, and the principles of successful PPP in Tanzania and the research gap.

2.1 Conceptual definitions of “orphan” and “orphanism

Orphanism is a socially constructed terminology which is understood differently with its meaning varying from one country to another and from one donor to another (Salia, 2006). Horriby (2006) defines an orphan as a child whose parents are dead. Zombwe (2008), on the other had defines an orphan as a child who does not have parents. ESURP (2002) defines an orphan as a child who has lost one or both parents due to HIV/AIDS related causes and who is under 18 years old.

From the definitions, ESAURP confines the meaning of the term HIV/AIDS as the only cause of orphan hood hence excludes other causes such as malaria, accidents, famine and war just to mention a few. To make the term inclusive UNAIDS, UNICEF, and USAID (2004) define an orphan as any child below 18 years old, and whose one or both parents have died of any cause.

According to UNESCO (2008), there is evidence from several countries including Kenya, Rwanda and United Republic of Tanzania that HIV/AIDS orphans enter school later and more likely to repeat grades. Therefore, there are other pupils who are above 18 years, but still attend formal education thus forced to depend on assistance from their single parents, guardians, adopters or caretakers. It is therefore logical to define an orphan in the Tanzanian context as any child who is below 18 years or currently attending formal education, whose one or both parents died of any cause.

2.2 Orphans Population

The persistence of orphans is viewed as a global problem since its magnitude across regions of the world is highly alarming. UNAIDS, UNICEF and USAID (2004) estimate that globally there were 143 million orphans under the age of 18 years whose parents died by the end of 2003 on different accounts. Further estimates show that Asia had 87.6 or 7.3 percent million orphans out of 1.2 billion children whereas the sub-saharan Africa has the highest proportion of orphan's children. Asia has absolute higher numbers while Latin America and the Caribbean have absolute low numbers of orphans. Being among the sub-Saharan African countries, Tanzanian is not spared.

2.3 Causes of Orphanism

From the historical point of view, there have been orphans in various communities mainly as a result of different causes of mortality such as war, famine and sickness (Foster and Williamson, 2000). It is argued that HIV/AIDS pandemic exacerbates the number of orphans. According to the East and Southern Africa Universities Research Programme (ESAURP, 2001) the gross estimate for HIV/AIDS orphans under age of 18 in Tanzania is 2,549,885. However, this number is confined to HIV/AIDS as a cause of orphan hood.

Despite such a weakness even the government has been using same estimates as reference for the magnitude of the problem in the country.

2.4 Orphans and Schooling

Zombwe (2008), on orphans and schooling noted that orphans are subjected to difficult situation in meeting their basic needs and educational requirements such as school contributions, fees, uniforms and stationeries just to mention some. According to UNICEF (2003), this is because, the tradition support system from the extended families in sub-saharan countries that assumed responsibility for more than 90 percent of orphaned children, is currently under severe pressure and in many instances has already been overwhelmed, increasingly impoverished and rendered unable to provide adequate care for children. Such situation therefore minimizes the chances for orphans schooling especially those from poor income families.

A survey of over 400 households, with orphans in Mwanza region in Tanzania found that, almost 40 percent of the households could not cover even basic expenses for their schooling such as fees, uniform and material related to them because it was hard for them to rely on support from extended family, friends or neighbours (UNICEF, 2003) Zombwe (2008) argue that the existence of such a phenomenon in most African countries including Tanzania, emanates from lack of education systems which have not managed to set equal grounds for education to all. UNISEF (2003) argued that it is not inevitable that these children should be left to suffer twice, dine their right be because they are orphaned.

2.5 Sponsors of Orphans Schooling

Sponsors of orphans schooling are both national and international organizations, as well as individuals who assist orphans to meet their cost of schooling.

2.5.1 International Organisations

These are among education stakeholders which globally support orphans schooling in one, among others, they include UNICEF, UNESCO, UNAIDS, IMF and the World Bank (ESAUR, 2002). For instance, the World Bank and IMF structure adjustment incorporates social sector adjustment loans (SSALS) and Social Action Trust Fund (SATF) initiatives meant to lessen some of the adverse effects of macro-policy programmers on social sectors.

The Tanzania Government has the mandate and responsibility to make sure that, like in most democratic states, the well being of all children, including orphans and other vulnerable ones, is secure and enhanced. The Government commitment to this responsibility is reflected in its being a signatory to the 1989 UN General Assembly resolution on the rights of the child; the 1990 OAU Charter on the right and welfare on the child and the 2000 optional protocols to the convention on the right and welfare of the child (UNICEF, 2002). Since the onset of the HIV/AIDS pandemic in the middle of 1980s the lives and circumstances of orphans children left behind by the victims of the disease have always needed support. However, the speed and magnitude of the HIV/AIDS disease among the adult population did literally overwhelm the state and its partners to the extent of overshadowing concern for the welfare needs such as education of these children.

Concerted efforts were given medical experts of the pandemic and the social interventions to contain its spread and impacts. Most of the responses to the right of the orphans and other vulnerable children were left in the hands of voluntary groups and individuals such as community based organisations (CBOs), nongovernmental organisation, and schools. Education in particular, was set aside as parents became incapacitated and died, leaving children as caretakers of their siblings. In most cases such children dropped out of schools to become teenager heads or joined orphanages and other guardians and thus lost hope for any better life after demise of the biological parents.

2.5.2 Non Government Agencies

ESAURP (2002) identified a number of international organisations and agencies that have a concern in supporting the well being of orphans. For instance, UNICEF is working with the Department of Social welfare in Tanzania focusing on capacity building as an intervention to orphans problem using existing community structure and practices in Kisarawe, Karagwe, Bagamoyo, Musoma rural, Magu and Makete which were picked as pilot districts. Furthermore, ESAURP (2002) maintains that the World Bank has set multi-sect AIDS project that entails components of assistance to orphans. That is to say, the World Bank through the Civil Society Fund component supports community based initiatives in order to address educational, health and social needs of the orphans.

Among the services provided are school fees, food security and other related programmes. Other international agencies include the United Nations AIDS United States Agency for International Development (USAID), United Nations Development Programme (UNDP) and UNESCO all of which support the orphans well being. There is also local Non Governmental Organisations (NGOs) such as “Walio katika mapambano na UKIMWI

Tanzania” (WAMATA), Community Based Organisations (CSOs) and Civil society Organisations (CSOs) which in one way or another way support the orphans well-being (ESAURP, 2002). Furthermore, some District Councils have established their Education Trust Funds which also assist orphans to meet their costs of schooling; Mwanakatwe (2004) asserts that other organizations such as Handeni District Education Fund (HADEF) and Bukoba District Education Fund (Rwechungura, 2004).

2.5.3 Religious Organisations

Organisations from different religious denominations participate in ensuring assistance for the orphans’ social welfare (Haki Elimu 2004). In Bukoba District the Lutheran Evangelical Church of Tanzania assists orphans to meet their costs of schooling via its organisation called”Huduma ya Watoto” (HUYAWA). URT (2003) reported that, in Lindi region, most orphan children are supported by the Roman Catholic Church through its organisation called CARITAS whereby requirements such as: school uniforms, shoes, mathematical sets, pencils and books are provided to orphans.

2.5.4 Politicians and Significant Others

Masondore (2004) found that some politicians in the country, for example Members of Parliament, have raised their concern on the difficulties that orphans encounter in meeting their costs of schooling. For instance, in Singida district Hon. Lazaro Nyalandu, a Member of Parliament for North Singida Constituency, supported orphans to meet their costs of schooling. In the same vein, Katulanda (2009) maintained that in Mwanza City, the Hon. Anthony Diallo, a Member of Parliament for Ilemela Constituency supported more than 200 orphans students to meet the costs of their schooling. This shows that, awareness on

the fact that some orphans lack not only parental care for their upbringing but also the support to meet the costs of their schooling has made them provide assistance voluntarily within their realm of capability.

2.5.5 Other Participants in Supporting Orphans

In a study on Orphans and Vulnerable children's access to primary education in Temeke District, Salia (2000) found that in Temeke Municipality there were also charitable groups such as students from educational institutions who, in one way or another, organised themselves and sent their contributions to support orphans in the children's home. Although some of these contributions were little they supplemented the orphans' costs of schooling though the amount was minimal.

2.6 Challenges Facing Orphans in Day to Day Life

It is worth noting that loss of either one or both parents denies a child the right to parental care, including emotional and psychological support for his/her well being (Steinberg, 1977). The situation becomes tense under poverty prevalence, which is common in rural areas and urban poor households especially in developing countries where people face inconsistent access to basic needs like foods, health services, clothing, nutrition and education (Subarrao *et al*, 2001).

The study by Evans and Migual (2005) on orphans and schooling in Africa found that, parents' death reduce households to disposable income and result into changes in the quality of parent or other caregivers, emotional support, psychological trauma and disruptions caused by fostering. Such circumstances make orphans, welfare uncertain.

Some orphans become needs of households, and others forced to engage into early marriage, child labor and even becoming street children.

According to the World Bank (2003) the Government of Cambodia (GOC) and the World Bank collaborated to strengthen social assistance network through an initiative called Social Sector Adjustment Loan (SECAL). It has established a component that works to introduce new services provision alternatives, including contracting out the private sector and providing scholarship (voucher) to vulnerable group like the poorly and highly performing student in primary and secondary education.

In Tanzania ESAURP (2002) reports that, the majority of orphans depend on themselves or on their grandparents. About 45 percent of orphans were reported to live alone without a parent or guardian, though there are many other caregivers, including close relatives and foster families. Because of these problems the government of Tanzania introduced the idea of Public-Private Partnership in order to assist orphans in their primary level education.

2.7 The Public-Private Partnership

The idea of public-private partnership (PPP) is not new, because in all countries of the world, there is the public divide. However, in historical perspective, some countries for good or for worse, greatly suppressed the private sector supposedly in pursuit of social equality in education, which has currently been abandoned in favour of partnership which was the case in the socialist and communist countries. In the productive while in others it is hostile and antagonistic. Yet private – public partnership (PPP) can be formally or informally structured, encouraged, and nurtured for the mutual benefits of the state, civil organisations, private corporations, individuals and families. The education sector provides an excellent ground where good models and practices of PPP can be developed since

education, by its very nature, is a social institution publicly operated, and its products are always for both public and private benefits (Omari, 2012).

2.7.1 Public Private Partnership Strategies in the Education Sector

For a long time, it has been the role of the government to provide school education to the appropriate age group. However, private schooling is growing in many countries including, part of the reason for this seem to be that public schools are performing poorly, with high teacher absence rates, lack of teaching activity and low pupil achievement level (Chaudhury, *et al.*, 2006; PROBE, 1999; ASER (2007), UNESCO (1999) cited that partners, non government institutions, community groups or players in the private sector.

The nature and strategies of partnerships and linkages in education sector vary because of culture, economic and social factor prevailing in different countries. However a variety of public private partnership already exists in this field, the most common being the religious institutions, these include Muslim and Christians that offer education services from primary level to university level. The second one is communities whereby the local authorities for instance in Tanzania, have established secondary schools in order to complement in sufficient provision of secondary education in every ward.

The last group is the district Education Fund. The fund has emerged in order to raise the education sector, specifically at district level and is run by private sector institutions with substantial financial assistance from state government. Omari (2002) cited that PPP in school education operate to provide infrastructure support, and educational services.

There appears to be a progression in scope with the simplest being one in which the private partner provides infrastructure services but the government provides educational and other

support services. The next stage in progression is where the private sector provides both infrastructure services and support services. The third type is where private sector provides infrastructure, support and educational services bundled together.

Smart (2005), on improving support for orphans and vulnerable children noted the following strategies:

- i. Strengthening the capacity of family to protect and care for orphans and vulnerable children by prolonging the lives of parents and providing the lives of parents and providing economic, psychosocial and other support;
- ii. Mobilizing and support community- based responses;
- iii. Ensuring access for orphans and vulnerable children to essential services, including education, healthcare, birth registration and others;
- iv. Ensuring that governments protect the most Vulnerable children;
- v. Raising awareness at all levels through advocacy and social mobilisation to create a supportive environment for children affected by HIV/AIDS.

2.7.2 Public-Private Partnership Contract

Public-Private Partnership does not occur in a vacuum but rather in the context of agreement. Therefore, an agreement on public-private partnership will naturally be in form of contract that spells out the expected conduct and obligations of each partner (Lewis et al, 2004). To a large extent the agreement should define the nature of the partnership and the commitments of each role player. Therefore, from this regards, it will be expected that the agreement would glue together various elements of the partnership into a dynamic whole.

In addition, as part of agreement, the ground roles should be spelt out to ensure optimal cooperation. Houlden (1996) writes that the collapse of partnership is often due to the lack of clear agreement before hand for what purpose, and what benefit each is seeking. Since PPP is engaged in the major projects, it should be assumed that the agreement will be complex so that each partner would engage legal experts when developing the PPP agreements.

2.7.3 Current Private Sector Complaints, about the PPP in Tanzania

Omari and Heather (2012) in a recent study on human resources situation in the education in Tanzania, captured private sector litany of accusation against the state of Tanzania.

Extensive interviews were conducted with owner managers of private schools and the National investment centre. The Federation of agriculture and history and senior private individuals. Some of the problems included:

- Working on a competitive rather than cooperative partnership offering complementary services and the state was losing on quality;
- Negative attitudes towards the private sector said to be driven by money or profit, and not services, as if there was unnecessary contradiction;
- Poor and unfriendly intermittent or infrequent formal meetings, and thus there was a lack of a dialogue for shaping common goals and course of action;
- Too many contributions to state agencies, for example money and vehicles during the examinations, school inspection, buying prescribed textbooks and syllabuses just to mention a few;
- Too frequent changes of syllabuses and without notice, and have to buy them;

- Leadership vacuum in ministry, for example, no confirmed commissioner and directors for very long periods so no negotiation in confidence and paralyzed decision making process;
- Strict enforcement of regulation in private schools, for example, quality of infrastructure, having laboratories, teachers offices toilets and the like;
- No sharing of capitation grants, even for orphans and disabled children;
- Not being actively involved in services training episodes, or have to pay;
- No predictable annual dialogue between the private sector and the ministry;
- Most public schools not training for the new technologies needed by the economy;
- Too much political interference for example in setting up of fees, holidays and unilateral changes of the curriculum.

2.7.4 The Principles of Successful Partnership in Tanzania

Carrigan *et. al.* (2005), through extensive reviews, has provided some useful principles of successful PPP as follow:

- Prepare properly for public-private partnership. The Governments should understand its organisational capabilities to participate, including its limitations, and that new legislation or regulation may be required;
- Create a shared vision. The vision of each partnership should be built on a consensus, and ultimate goals for the stakeholders;
- Understand partnership as a key player. Everyone is not in the deal for the same reasons, and without such understanding, trust will never be built and district may cause the deal unravel;

- Be clear on the risks and rewards for all parties-resources and responsibilities are often distributed unevenly between the partners, particularly during project implementation. But mutuality of effort and investment are required to accomplish an outcome that is unattainable by a single partner alone;
- Establish a clear and Rational Decision Making Process. Agreement on processes help to ensure that the partnership establish effective policies and implement them efficiently and collaboratively process;
- Negotiate a fair deal structure fairness in negotiating a deal structure means that all parties are reasonably satisfied at the point of departure that they will receive the outcome that were important enough to be included in the transaction, documentation;
- Building trust as a core value to ensure partnership requires a foundation of trust in each partner's commitment to the idea and its objectives;
- Plan activities partnerships are built on the basic of concrete activities and not empty talks.

2.7.5 Research Gap

Many studies were conducted on orphan pupils. For example Lango (2006) conducted a research on community responses to provision of education or orphans, in Njombe District Salia (2006) investigated on orphans and vulnerable children access to primary education in Temeke District Matete (2007) conducted a research on the impact of HIV/AIDS on Primary School pupil's education. Therefore a little research had been done in Public-private partnership in supporting orphan pupils in primary education. So there is a need of

the researcher to investigate how public private partnership support orphan pupils in primary education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presented the methodology used to collect and analyze data on Public-Private Partnership in supporting orphans pupils in primary education in Tanzania. The chapter explained the study area, approach to the study, research design, targeted population,

sample and sampling procedures. It also explained data collection techniques that were be used to get information, on primary education, validation of the instruments used as well as ethical consideration to results.

3.1 Study Area

Dar es Salaam is divided into three municipalities namely Kinondoni, Ilala, and Temeke. The study was conducted in Dar es Salaam region which covers a total area of 3.207square kilometres, according to the 2009 Tanzania National Census reports. The majority of the population depended on petty business, and a few are civil servants. There are also big factories and the harbour.

3.2 Approach to the Study

In this study the researcher employed qualitative and quantitative approaches so as to be comprehensive in the interpretations of findings. According to Brewer and Hunter as cited in Creswell (2005), the method provided the best opportunity to address specific sub facets of the research topic. The quantitative approach facilitates the collection and quantification of statistical data in terms of frequencies, sums, and percentages so as to supplement the qualitative data.

According to Cohen, Manion, and Morrison (2007), the qualitative approach is credited for being highly exhaustive and reliable in making deep exploration of information from respondents. Thus, its use in this study enables the researcher to obtain details on non quantifiable information regarding respondents' views and opinions on processes associated with the provision of support for the Public-Private Partnership in supporting

orphans in primary education. Basically, the two approaches will complement each other to make the outcome of the study more informative.

3.3 Research Design

A research design is the chosen and planned ways of investigating the social reality, or the planned arrangement of how to address the research problem and organize it in such a manner as to optimise on research outcomes. The design could be of quantitative nature or qualitative but the former requires a more formal treatment of a design, and each study needs a priority design (Cohen, 2011).

In the current study on public-private partnership for supporting of orphans in primary education, the researcher used a survey design as the major method of gathering data at the first stage so as to explore the phenomenon under the study and then collected quantitative data to explain the relationship found in the qualitative data.

Qualitative data are reported in terms of verbal descriptions rather than numerical form. The researcher has employed semi-structured interview, observations, checklists and documentary analysis which are flexible as well as sensitive to the social context in which data are produced (Cohen *et al*, 2000).

Kothari (2004) defines quantitative research, as a research based on the measurement of quantity or amount. Quantitative approach to research involves the generation of data in a quantitative analysis in formal and rigid fashions.

3.4 Target Population

According to Sowell (2001), a target population consists of all the units or elements common characteristics to which investigators plan to generalise their result. Therefore, the

target population for this study included: One Social Welfare official who was the representative from the government officials, four coordinators, standard sixty orphans pupils from four children's home known as Kurasini children's home, Friends of Don Bosco children's home, Child in the Sun children's home and Spring Of Hope children's home.

Each category of respondents that is Social Welfare Official, NGOs' coordinators, provided information on the kind of support provided to orphans and the adequacy for schooling. Orphan pupils provided information on the way their education costs are met and their sufficiency in supporting their schooling.

3.5 Sample and Sampling Procedures

Kothari (2004) defines a sample as a smaller group of respondents drawn from a population about which a researcher is interested in getting the information so as to arrive at generalisable conclusions. Also, a sample is a part of the population a researcher studies so that characteristics of the population are represented by it (Ary *et al.*, 1996; Cohen *et al.*, 2000). This study therefore selected one Social Welfare official, four NGO's coordinators, and sixty orphan pupils. A break-down of the sample is represented in Table 1.

Table 1. Sample Composition.

Category of Respondents	Number
Social Welfare Official	01
NGOs Coordinators	04
Orphaned Pupils	60
Total Number	65

Source: Field Data, 2013

3.6.1 Children's Homes Sample

It was not possible to deal with the whole population in this research, therefore, there was a need to identify a portion of the population called a sample (Cohen, 2007). The selection of the sample considered different factors including, the information required, and the purpose of the study and framework. Kurasini Children's Home, Spring Of Hope Children's Home, Friends of Bon Bosco Children's Home, and The Child in the Sun Children's Home. These children's homes, were selected purposely because of having a large number of orphans.

3.6.2 Orphans Pupils Sample

The study involved 60 orphan pupils. These were from standard three to seven. The orphans were selected purposely since they were only few in these homes. They were able to give information about their sponsors and the kind of support they received and the problems they faced in the learning process.

3.6.3 Coordinators of Children's Homes

The study involved four (4) coordinators from four (4) children's home who was purposely selected to constitute the sample because of their contributions in handling orphan pupils in primary education.

3.6.4 Social Welfare Officials

The study involved two government officials who were selected purposefully to constitute a sample because of their strategic positions in supporting orphans pupils in primary education.

3.6.5 Data Collection Techniques

According to Creswell (2005) no single technique or instrument may be considered to be adequate in itself in collecting valid and reliable data. Therefore, in this study the researcher used two data gathering techniques namely: questionnaire, and interview.

3.6.6 Questionnaires for Orphans

According to Kasomo (2006), a questionnaire is a carefully designed instrument that consists of questions and statements (in print form) for the purpose of collecting data directly from respondents. The questions in a questionnaire may either be closed ended or open ended. Open ended questions allow freedom of responses in the respondent's freedom of response. For the purpose of this study a combination of both close ended and open ended questionnaire were prepared by the researcher under directives of the supervisor. Basically, the use of questionnaires have an advantage of providing the respondents adequate time to reflect on the questions asked, and consult relevant documents before providing the required data (Kasomo, 2006), for validity and reliability. In this study the researcher used orphans pupils as the respondents to fill in the questionnaire.

3.6.7 Interview Schedules

According to Kothari (2004) interviews involve a set of questions that are intended to collect information through oral or verbal communication in a face-to-face contact between the researcher and respondents. The researcher used personal interviews where by face-to-face interaction with the respondents enable the researcher to elicit responses from them on how adequate the support offered met the needy orphans and the costs of schooling.

Respondents who involved in interview were: social Welfare officials, coordinators from NGOs.

3.7 Validity and Reliability of Instruments

The validation of the instruments was done by pilot testing and by seeking the expert opinion from researcher's supervisor who passed through the questionnaire items and made some recommendations for improving the clarity of wording. The draft questionnaire was tested in two children's home namely: The Charity Missionaries children's home and Msimbazi children's home. The quality of the data gathering instrument depend on whether the instrument can measure what is supposed to measure and if items carry the same meaning for all respondents (Best and Kahn, 2006). Pilot testing helped the researcher to identify ambiguities and unclear questions.

Best and Kahn (2006) define validity as the quality of a data gathering instrument or procedures that enable it to measure what it is supposed to measure. Reliability, on the other hand, is the degree of consistency that the instrument or procedure demonstrates (Best and Kahn, 2006). It is essentially a synonym for consistency and reliability over time, instruments and groups of instruments (Cohen *et al*, 2007).

In order for the research instrument to be reliable, it must demonstrate that if it had to be used on a similar group of respondents in similar context, the similar results would be found. The researcher, therefore, assured the validity and reliability of instrument for harnessing the required data from relevant respondents with specific attention to key issues that relate to the Public – Private Partnership in supporting orphan pupils in primary education, proper wording of instructions and questions as well as logical arrangement of the questions were asked.

3.8 Ethical Issues Considered

Leedy and Ormrod (2005) categorised ethical issues in research into four groups namely: informed consent, right to privacy, honesty with professional colleagues and protection from harm. The researcher therefore, conformed to professional practices by making respondents aware of the purpose of the study that is informed consent. Also, respondents were assured that the obtained data would be treated under privacy and anonymity for the purpose of the study only.

3.9 Data Analysis Plan

The study generated both qualitative and quantitative data. Qualitative data which was collected through interviews, and questionnaires subject to content analysis. According to Cohen et al, (2007) content analysis is a research technique for making replicable and valid inferences from the meaningful matter to the contexts of their use. Therefore, its use enabled the researcher to summarize data from the field and report them as findings. The researcher employed a computer soft ware SPSS (Statistical package of social science) and spread sheet in analysis of data analysis ,tables and graphs were used to present data.

CHAPTER FOUR

ANALYSIS AND PRESENTATION OF RESULTS

4.0 Introduction

In order for the collected data to give the intended meaning they have to be properly presented and systematically analysed so that they can generate knowledge. The data analysis is an important stage where the researcher wants to make sense of what he or she has gathered from the field by interpreting and decoding that data so the meaning and implication to society could be obtained from them. The analysis revolved around the research objectives that were stated earlier in Chapter 1, and for reasons of convenience objectives are: what are strategies used by public-private partners in supporting orphan pupils in primary education? How well does the PPP work in supporting orphan pupils in primary education? And what modality does the PPP develop for more effective support of

the orphan pupils in primary education? In particular the study on the PPP support of orphans was carried out in Dar es Salaam region. The obtained data were presented in tables for easy interpretation and conclusion.

Table 2: The Children's Home

Children's Homes	Number of Orphans	Percent
Friends of Don Bosco	8	13.3
Spring of Hope	12	20.0
Child in the Sun	30	50.0
Kurasini	10	16.7
Total	60	100

These are places that were sampled from the two districts. The centres are responsible for taking care of the orphans, and in this particular study in terms of supporting them for education and other related facilities. Those centres are Friends of Don Bosco, Spring of Hope, Child in the Sun and Kurasini Children's Homes. The sample obtained from these centres was 60 pupils.

The questionnaires were used to collect the intended information from 60 pupils, though also some unintended information could be collected. So, the analysis was based on the 60 questionnaires which were expected to give the general picture of the phenomenon in question.

4.2 Demographic Characteristics of the Respondents

The respondents differed in various aspects but the most useful ones were age, sex, education grade and nature of orphanism.

The respondents' age ranged from 9 to above 16 years. That is the age period of primary school and secondary school pupils. However, the age between 9-12 had a frequency of 22 (36.7%), between 13-15 had the frequency of 34 (56.7%) whereas above 16 was 4(6.6%).

The implication of these statistics is that many pupils fall in the age category of secondary education where support is of crucial importance if the pupils are to get the necessary requirements for their education. This means that the supporters must be very committed in order to have this to happen, otherwise the orphans may be left uncared.

Table 3: Age of Respondent

Age	Frequency	Percent
9-12	22	36.7
13-15	34	56.7
Above16	4	6.7
Total	60	100

It could also be true to assert that given this age, the responses which were given by this age category might bear some truth because the respondents are almost mature in terms of their capability to reason. They probably might be more knowledgeable about their status as orphans than the age group of 9-12.

4.2.1 Sex of the Orphan Respondents

The respondents' sex was quite imbalanced because males' number was more than double the females' number. The males were 42 (70%) whereas females were 18 (30%).

Table 4: Sex of respondents

Sex	Frequency	Percent
Male	42	70
Female	18	30
Total	60	100

The reasons which might be attributed to this imbalance are among others: early marriage among young females, negative attitude of the community and supporters towards supporting females for education, and vulnerable conditions which are harsher to females than males. However, the sex imbalance alone did not have serious impact on the validity and reliability of the conclusions of the research.

4.2.2 The Pupils' Education Grade

The pupils were standard III to VII who participated in the study. Those from standard III and V were 26 (43.3%) and pupils from standard VI and VII were 34 (56.7%)

Table 5: The Pupils' Education Grade

Grade	Frequency	Percent
III-V	26	43.3
VI-VII	34	56.7
Total	60	100

This guides the researcher to the interpretation that the age category between 13 and above 16 constituted a larger sample (63.3%) than the age below 13 which was (36.7%). On the basis of this analysis , the researcher expected to obtain more mature responses from the pupils though it is not guaranteed in research.

4.2.3 Nature of Orphanism

One may simply say that this refers to the typology or classification of orphanism or rather the diverse characteristic which is based on who the orphan depends on. For instance an

orphan may depend on mother alone because the father has died, or father alone because the mother has died, or the orphan does not have both parents and so on. Data indicated that orphans without father were 21 (35%) , while those without mothers were 9 (15%) , those without both parents were 21 (35%) , whereas other cases were 9 (15%).

Table 6: Nature of Orphanism

Nature	Frequency	Percent%
No father	21	35.0
No mother	9	15.0
No father, mother	21	35.0
Other Cases	9	15.0
Total	60	100

From the findings, it is clear that many orphans had no support because when a family loses its head (father) , it becomes obvious that a child loses one on whom to depend in terms of support for education. This comes from the fact that many African families still believe on the father as the head of the family. Another similar finding showed that 21(35%) children had been bereaved both parents suggesting that parents could have died of the HIV AIDS pandemic. The fact is that the PPP has a lot of burden in terms of supporting of the children for education. On the basis of this view the PPP need to develop viable strategies that would be used in supporting orphans pupils in primary education. As such, the PPP need to be supported if they have to offer the expected support to the orphans. These may get support from individuals, companies and NGOs which have humane charity in their missions and objectives.

4.2.4 Number of Family Members with Orphan Pupils

The researcher had to categorise number of family members in groups. The groups consisted those with families 1-3 family members, 4-5 family members, 6-7 family members and 8-9 family members. The Orphan pupils were of a diverse backgrounds in respect to number of family members in their home. Those who said that their family members were between 1-3 consisted of respondents 24 (40%) those with a total number of people between 4-5 were 22 (36.7%) , those with members between 6-7 a total number were 11(18.3%) families while consisted people between 8-9 were 3(5%).

The number of family members of 1-3 people and those with 4-5 were relatively high leading to 76.7%

Table 7: Number of Family Members in the Orphaned Pupils

Members of Family	Frequency	Percent
1-3	24	40
4-5	22	36.7
6-7	11	18.3
8-9	3	5
Total	60	100

The findings suggest that fact that the orphaned pupils are from such families it suggested that members of the said families are either incapable of supporting their relatives due to low incomes or they are simply not aware about the importance of education. This is the reason why the PPP has to intervene to the institution since PPP sustainable strategy towards supporting the orphans for education could reduce the problem of street children which is increasingly becoming a headache to the society. However, those who said that the family members were between 6-7 and 8-9 constituting 23.3% provided a very

interesting experience to this research. The expectation is that provided the number of family members is big then the members among them can contribute to support the orphan's education expenses. The same reasons as above could be relevant in explaining why family members cannot support the orphans for primary school education.

4.2.5 The Onset of Orphanism

The research question wanted to know when a pupil became an orphan. In responding to this question many responses were provided. Pupils were arranged in age groups so as to simplify data analysis or interpretation. Age groups were 2-7 years, 8-13 years, 14-16 years and those who did not know when they became an orphan. The age group between 2-7 and those who did not know when they became an orphan in total made the percent of 86.6. This suggested that many pupils were bereaved by their parents at the age which she/he cannot have memory. Also, a child of the age between 2 and 7 years does not have a stable reliable memory capacity.

Table 8: The Onset of Orphanism

Start	Frequency	Percent
2-7	14	23.3
8-13	7	11.7
14-16	1	1.7
I don't know	38	63.3
Total	60	100

From the findings indicating clearly that the PPP strategy of identifying orphans must start from the delivery centres or hospitals to individual homes of the expecting mothers or centres like PASADA and the like. However, the 13.4% of the pupils who knew when they started living as orphans is still a vital group in as far as this study is concerned , since one

stops to be an orphan when he or she is 18 or above that age (She/he is regarded as an adult). The orphans should be taken care of particularly because they belong to the age category which has a lot of social problems due to adolescence.

The finding is supported by Nyangara (2009) who found that in sub-saharan Africa, the number of children under 18 years age who have lost one or both parents have drastically increased, largely due to the HIV/AIDS.

4.2.7 The Structure of Costs by Partnerships

One of the research objectives of this study was to find out the modality which has been developed to make PPP more effective in supporting orphan pupils in primary education. In the aspect a research question was formulated to find out who pays for orphan pupil education .The respondents were given several choices from which to choose which included the Government, NGOs, CBOs, Guardians and Individuals. Participants had also the liberty to indicate if they did not know the correct answer.The findings show that the Government supported 11 (18.3%) pupils, NGOs supported 45(75%) pupils, and CBOs supported 1(1.7%) pupils, whereas individuals supported 3(5%) pupils.

Table 9: Education Costs paid by the Different Partners

Organizations	Frequency	Percent
The Government	11	18.3
NGOs	45	75
CBOs	1	1.7
Individuals	3	5
Total	60	100

From the findings indicate that the support which is provided by the NGOs is not challenged by any other institution . It was found to support 45 (75%) pupils among the sampled 60 (100%).The findings suggest that the role of the NGOs in respect to

supporting the orphan pupils must in no way be underplayed. The CBOs have played the least role in this respect perhaps because these are not as popular as are the NGOs that they might not have considerable support from the international financiers. Individuals must be encouraged so they may play a greater role towards supporting the orphan children, bearing in mind that the children come from their (individuals) communities. A strategy to encourage companies must be established by the PPP in order that more support could be available for the group under this study.

On the part of what kind of education costs are paid for the orphans, the findings show that supporters pay for certain things only and not all the pupils' requirements.

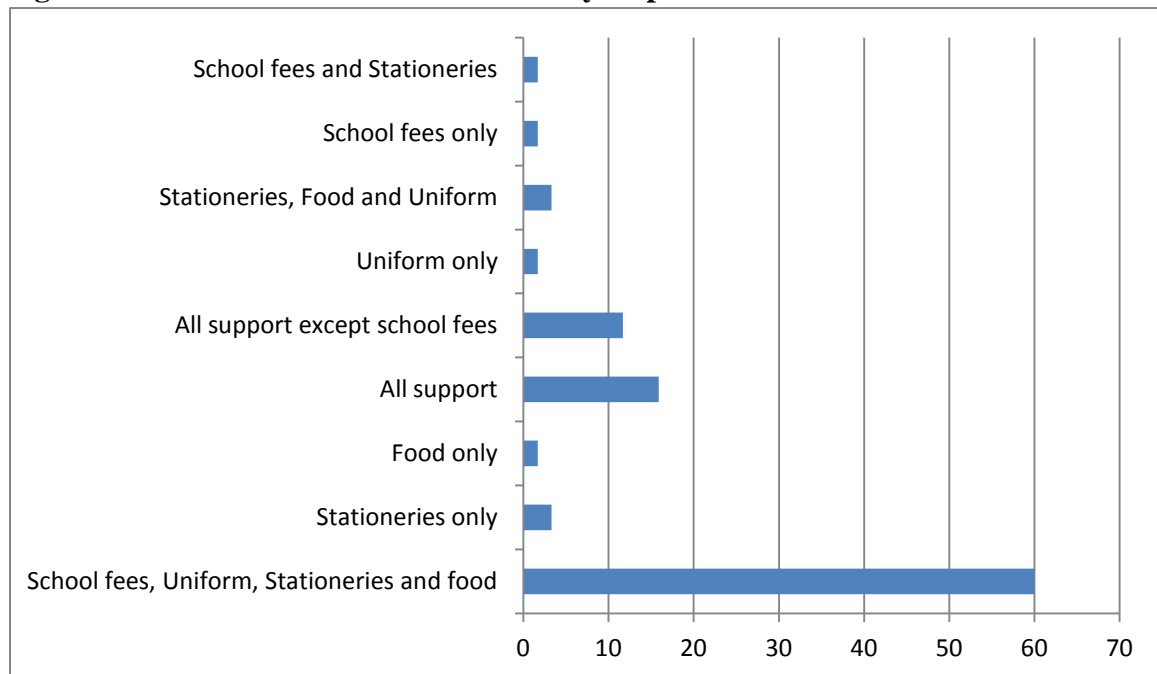
This observation was also put forward by ESAURP (2002) that in Tanzania, different education stakeholders such as the government, NGOs, CBOs, Religious group, parents and individuals or charitable persons collaborated in supporting orphans to meet their cost of schooling.

4.2.7 Education Costs paid by the Different Partners

When the participants were asked to indicate who paid for various items, they indicated that They received about 36 (60%) assistance in school fees, uniform, stationeries and food. In terms of who paid for what items , it was obvious that some paid stationeries , food and some paid for uniforms only whereas others paid school fees only .Students whose costs were fully paid were 9 (15%) while pupils who received almost all except school fees were 7 (11.7%).Only nine out of sixty pupils were provided full support by various organizations, Government and individuals.

Table 10: The Kinds of Education Costs paid by Orphans

Kind of Supports	No orphans	Percent
School fees, Uniform, Stationeries, and food	36	60
Stationeries only	2	3.3
Food only	1	1.7
All supports	9	15.9
All supports except school Fees	7	11.7
Uniform only	1	1.7
Stationeries, Food and Uniform	2	3.3
School fees only	1	1.7
School fees and Stationeries	1	1.7
Total	60	100

Figure 2: Kinds of Education Costs Paid by Orphans

There is still a tradition indelibly fixed among members of society that everything must be done by the government. This could be among reasons as to why some individuals and organisations are seemingly reluctant to provide full support to the orphan pupils in primary education.

In the light of this, UNICEF (2006) suggested that, for orphan children or those heading their own households, support should involve provisions of basic needs like: food, health

services, shelter and clothing. These would help to minimise their households difficulties and improve their learning.

4.2.8 The Social Recognition of an Orphan in classes

The social opinion of an orphan at a class level was asked by a question which wanted the orphan to say whether she/he could be ready to make the classmates know that she/he is an orphan or not. Fifty three (88.3%) of the respondents were ready to make classmates know that they are orphans. Only seven (11.7%) did not want their status as orphans be known to the classmates.

The implication of this is that 88.3% of the orphaned pupils would let their mates to know it so they may sometimes ask for a help from the mates who may always sympathies with an orphan who is begging for a help. On the same line of argument 91.7% of the orphans said that their classmates help them when they require assistance and only 8.3% which is not very different from 11.7% (who hid their status) said they do not get a help from their mates.

Table 11: The Social Recognition of an Orphan in classes

Social Perception	Frequency	Percent
Yes-should tell	55	91.7
No-should not	5	8.3
Total	60	100

The implication of the above observation is that few pupils who are orphans would not like their status as orphans to be known with a perception that their mates could relate deaths of

their parents with HIV AIDS so that it could be the beginning of stigma. While it is so, on that one side, many pupils would like their mates to know their status as orphans so that they may have a good time to share whatever they have and probably get more love from friends as they sympathize.

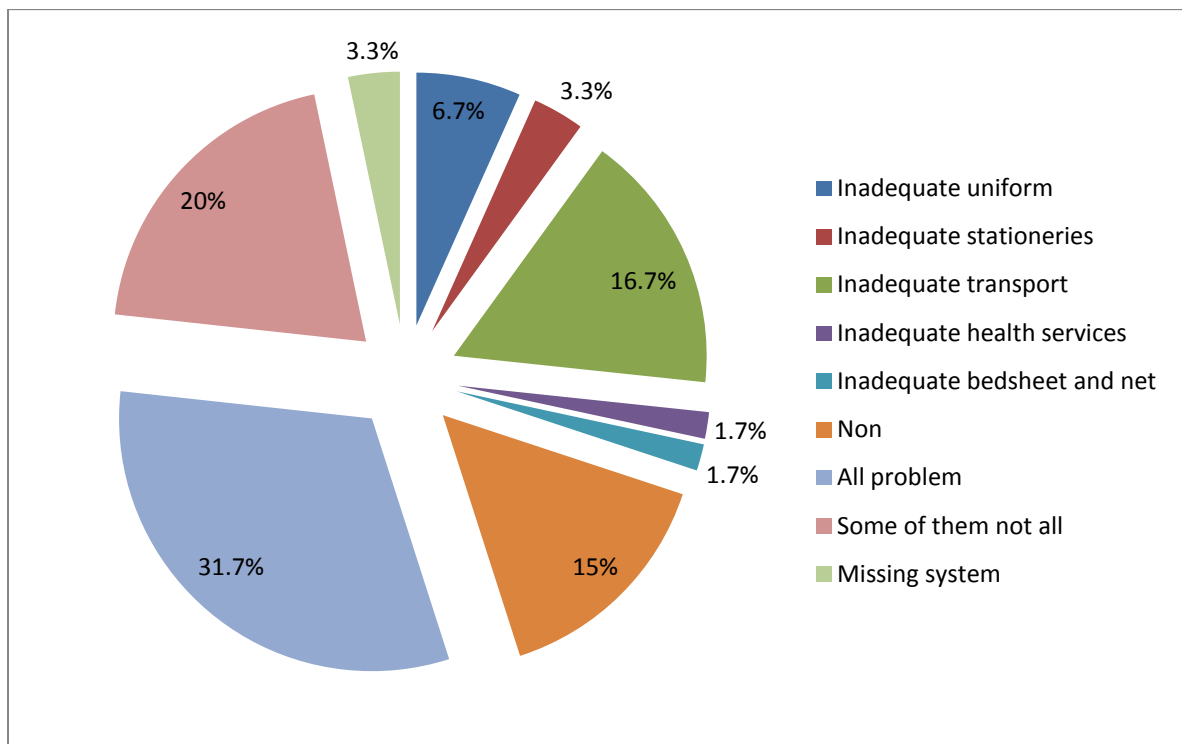
4.2.9 The Problems Faced by the Orphans in Schooling

In the sampled centers the orphans said they face a number of problems which the PPP may need to solve at a given period of time depending on their strategies. Again for reasons of analysis the researcher sought to list a range of problems from which the respondents chose as the frequencies show in table 12. The range of the problems were: Inadequate stationeries, inadequate uniform, inadequate transport, inadequate health services, inadequate bed sheets and mosquito nets, none, all problems and some of them not all. The highest frequency was 19 pupils which represented 31.7%. These pupils said they faced all the listed problems while the lowest was 1 (1.7%) pupil who said there are inadequate health services and the other 1 (1.7%) said there were inadequate bed sheets and nets respectively.

By and large, the orphan centers face a number of problems which need the PPP to establish some strategies to solve. Although 9 (15%) pupils said they face none of the problems, this cannot dismiss the fact that in the sampled children's homes, those are the problems which were observed and so they can be generalised as being relevant to all such orphan children's homes, no matter where they are located and who is responsible for taking care of them.

Table 12: Problems Facing Orphan Pupils

Problems	Frequency	Percentage %
Inadequate stationeries	4	6.7
Inadequate uniform	2	3.3
Inadequate transport	10	16.7
Inadequate health services	1	1.7
Inadequate bed sheets and nets	1	1.7
Non	9	15.0
All problem	19	31.7
Some of them not all	12	20.0
Missing system	2	3.3
Total	60	100.0

Figure 3: Problems Facing Orphan Pupils

In the urban areas like Dar es Salaam the problem of transport for pupils/students does not seem to have a permanent solution. Neither government nor NGOs has come with a viable strategy to hold this problem to a halt. 10 (16.7%) pupils who said they face transport problem they were very right.

The finding is supported by Subbarao *et al.* (2001) who found that in developing countries orphans face in consistent access to basic needs like food, health services, clothing, nutrition and education.

Those who did not face this problem might have transport arrangements met by their supporters. However, the PPP will have to plan for modalities that could lead to the orphan pupils getting full support if they are to have good learning environments.

Data from the interview

4.3.1 The strategies used by the public private partners in supporting orphans pupils in primary education.

The Social Welfare Officer said that, the partners supporting orphans in primary education by providing school fees, school uniform, stationeries, food, transport, health services and construction.

The finding is in line with ESAURP (2002) who contends that a number of internal organisations and agencies have a concern in supporting orphan pupils. Among the services provided are income transfer, school fees, food, security and other related programmers. Other international agencies include the United Nations AIDS United States Agency for International Development (USAID) United Nations Development Programme (UNDP) and UNESCO all of which support the orphans well being.

The finding is also in consistent with Smart (2005) who noted the following strategies as to insure orphans and vulnerable children get education, healthcare, birth registration and others.

4.3.2 The organisations which support orphans in Tanzania

The Social Welfare Officer said that, there are many organisations which include Government Organisations, UNICEF, BLACK TANZANIANS, TUKULENE, PASADA, SAVE THE CHILD, RELIGIOUS GROUPS, Politicians and Individuals like Reginald Mengi and other good Samaritans just to mention a few.

4.3.3 Money Contributed in year 2012

The Social Welfare Officer commented that Central Government ordered the Local Government to contribute for the orphans. For example, last year 2012, Local government contributed 40 million shillings, NGOs contributed 90 million shillings, CBOs contributed 5 millions shillings, and individuals contributed 15 million shillings.

Therefore the researcher observed that the amount of money contributed was not enough for all orphans. So the government should find other sources of money and support orphans.

4.3.4 Sufficiency of the Support Provided

The social welfare officer said that, the support provided does not meet all the needs of the pupils since the number of orphans is bigger compared to the support due to the increase of HIV/AIDS and other causes the number of orphans increases daily.

The social welfare officer said that the greatest needs which are not covered included the repairing of the buildings, providing transport for each children's home few playground for orphans.

4.3.5 Working of partners

The social welfare officer argued that partners have meetings in every quarter of a year whereby all members meet together and give the report on how they take care of the orphans, also they discuss on how to improve their services, moreover they share the challenges they face and how to solve them. Furthermore it is the time when they know each other.

The finding is in consistence with Omari and Heather (2012) who revealed that some partners are said to be driven by money profit and not services, also there is poor and unfriendly intermitted or infrequent formal meetings and thus there was a lack of a dialogue for shaping common goals and course of action.

4.3.6 Challenges which the PPP Face

The social welfare officer said that there is abrupt increase of orphans while the support is not enough for all the orphans, also some organisations are fake, therefore, the government stopped them from delivering their services. Furthermore, these organisations lack transparency in delivering there services. In other children's homes there were no fences to protect the children. Also in other children's homes do not have means of transport which make children to cover long distance when they go to and fro schools which is very dangerous for them.

4.3.7 Orphans Directors

The intent of this part was to collect the data through interviewing the Orphans Directors from Friends of Don Bosco, Children's home, Child in the Sun, Spring of home children's and Kurasini children's home. These coordinators were asked questions on issues as follows:

4.3.7.1 The effectiveness of PPP in Supporting Orphans Pupils in Primary Education

Three coordinators from Kurasini children's home, child in the Sun and Spring of hope children's homes said that, up to this moment PPP has not done very well even if its start is good, so they suggested that, partners should have meeting for making their work easier. While the Orphans coordinator from Friends of Don Bosco added that, partners should participate in setting fees and other costs.

The findings is in line with Carrigan (2005) who observed that the government should understand its organisational capabilities to participate, including its limitation and that new legislation, create new vision of each partner and that should be built on a consensus and ultimate goals for the stakeholders.

4.3.7.2 The Problems of PPP in Current Arrangements

One coordinator from Friends of Don Bosco argued that there is neither sponsorship from the government nor help from the government. The coordinator from the Spring of Hope commented that, there is no meeting between the partners, therefore, it is difficult to share views on how to support orphans.

The coordinator from the Child in the Sun noted that the Central Government does not support the children and not even visit them. He added that with feelings that, the burden of supporting of the orphans is left for them alone.

The coordinator from Kurasini Children's home said that the Central Government does not visit the children so as to help them to solve their problems.

4.3.7.3 The Modality the PPP should Develop for More Effective in Supporting Orphans Pupils in Primary Education

The orphans coordinators of the Spring of Hope and Child in the Sun suggested that, there should be permanent donors who support orphans in their schooling. Also the Central Government should have meetings with Partners who support orphans so that together they can find better ways of supporting the orphans.

The orphans coordinator of Kurasini Children's home added that the Central Government should pay regular visits to Children's homes in order to know what is going on. Also the Central government should look for more donors who can support the orphan pupils.

Further more the coordinator of Friends of Don Bosco argued that the partners should have meetings and participate in setting tuition fees and other costs.

4.3.7.4. Orphans Who Have Been Supported in the Last Five Years

The director of Spring of Hope in 2008 to 2009 said that, they supported no new orphans pupils, but in 2010 the government supported one orphan (01) while donors supported seven orphans (07) and NGOs supported three orphans (03) while CBOs and Individuals supported none. In 2011 the government supported (01) orphan, donors supported (03) CBOs and individuals supported none. In 2012 the government supported none orphan while donors supported(12) twelve orphans, CBOs and individuals supported none.

Table 13: Orphans who have been supported in the last five years at Spring of Hope Children's Home.

Years	Government	Donors	NGOs	CBOs	Individuals
2008					
2009					
2010	01	07	03		
2011	01	06	04		
2012		10	12		

The director of Kurasini children's Home said that, in 2008 the government and Donor supported (09) nine orphans while NGOs, CBOs and individuals supported none.

In 2009 the government and donor supported (10) ten orphans while NGOs, CBOs and individuals supported none.

In 2010 the government and donors supported (12) twelve orphans while NGOs, CBOs supported none.

In 2011 the government and donors supported (08) eight orphans, while 2012 the government and the donors supported (10) twelve orphans while NGOs, CBOs and individuals supported none.

Table 14:Orphans who have been supported in the last five years at Kurasini Children's Home

Years	Government	Donors	NGOs	CBOs	Individuals
2008	09	09			
2009	10	10			
2010	12	12			
2011	08	08			
2012	10	10			

The directors of Child in the Sun and children's home said that in 2008 the government, NGOs, CBOs and individuals supported nobody while Donors in 2008 supported (15)fifteen orphans, in 2009 supported (10) ten orphans, in 2010 supported (15) fifteen orphans in 2011 supported (20) twenty orphans and 2012 supported (20) twenty orphans.

Table 15: Orphans who have been supported in the last five years at Child in the Sun Children's Home

Years	Government	Donors	NGOs	CBOs	Individuals
2008		15			
2009		10			
2010		15			
2011		20			
2012		20			

The coordinator from Friends of Don Bosco said that, in 2008 the government did not give support to any child while , donors supported (35) thirty five orphans, NGOs supported nobody ,while CBOs supported (10) ten orphans and individuals supported (10) ten orphans.

In 2009 the government supported (39) thirty nine orphans, NGOs supported nobody, CBOs supported (04) four and individuals supported (07) seven orphans.

In 2010 the government supported nobody, donors supported (24) twenty four orphans NGOs supported nothing, CBOs supported (15) fifteen orphans and individuals supported (05) five orphans. In 2011 the government supported (55) fifty five orphans, NGOs supported nobody, CBOs (07) seven orphans, and individuals supported (08) eight orphans. In 2012 government supported nobody, donors supported (06) six orphans, while NGOs and individuals supported nobody.

Table 16: Orphans who have been supported in the last five years at Friends of Don Bosco Children's Home.

Years	Government	Donors	NGOs	CBOs	Individuals
2008		35		10	10
2009		39		04	07
2010		24		15	05
2011		55		07	08
2012		66			

The researcher noted that the government did not support any orphan friends of Don Bosco and Child in the Sun children's Home for five years, only donors, NGOs and individuals supported few orphans. Therefore there is a need for the government to support all orphans instead of leaving all the burden to the donors, NGOs, and individuals.

4.3.7.5 Orphans Who Dropped Out at Friends of Don Bosco in the Last Five Years

The orphans director of Friends of Don Bosco commented that in 2008 orphan and Non orphans did not drop out in the schools. While in 2009 one (1) Non orphan who was a boy dropped out of the school. In 2010 and 2011 orphans and non orphans did not drop out of school. While in 2012 one orphan who was a boy dropped out of the school.

Table 17: Orphans Who Dropped Out at Friends of Don Bosco Children's Home in the Last Five Years

Years	Dropped Out Orphan Boys	Dropped Out Non Orphans Boys	Dropped Out Orphan Girls	Dropped Out Non Orphan Girls
2008				
2009		01		
2010				
2011				
2012	01			

The director of Child in the Sun said that in 2008 (10) ten orphans dropped out of the school.

In 2010 two (02) boys orphans and one (01) non orphan dropped out of the school.

In 2011 four (04) boys orphans and two (02) non orphans dropped out of the school.

In 2012 four (04) boys orphans and two (02) non orphans dropped out of the school.

Table 18: Orphans Who Dropped Out at Child in the Sun Children's Home in the Last Five Years

Years	Dropped Out Orphan Boys	Dropped Out Non Orphans Boys	Dropped Out Orphan Girls	Dropped Out Non Orphans Girls
2008	10	02		
2009	07	05		
2010	02	01		
2011	04	02		
2012	02	02		

The director of Spring of Hope children's home said that from 2008- 2009 no orphan dropped out of the school.

Table 19: Orphans Who Dropped Out at Spring of Hope in the Last Five Years

Years	Dropped Out Orphan Boys	Dropped Out Non Orphan Boys	Dropped Out Orphan Girls	Dropped Out Non Orphan Girls
2008				
2009				
2010				
2011				
2012				

The Director of Kurasini children's home commented that in 2008-2009 no orphan dropped out of school while in 2010 one (01) boy orphan dropped out and in 2011 two (02) girl orphans also dropped out. In 2012 no orphans dropped out of the school.

Table 20: Orphans Who Dropped out at Kurasini Children's Home in the Last Five Years

Years	Dropped Out Orphan Boys	Dropped Out Non Orphan Boys	Dropped Out Orphan Girls	Dropped Out Non Orphan Girls
2008				
2009				
2010	01		02	
2011				

2012				
------	--	--	--	--

The researcher noted that in child in the Sun Children's Home many orphans dropped out of the school because there was no fence around the children's home and most pupils had negative attitude towards learning. But in the Spring of Hope orphans did not drop out, this is because of good management they had. Some of the reasons which made orphan pupils to drop out were theft, sickness and truancy due to some of orphans to have negative attitudes on schooling.

From the explanations from the coordinators of orphan pupils, dropout was caused of various factors namely: economic hardship of the orphans families and caregivers, coupled with lack of support to meet the costs of schooling, sickness and truancy. The situation was impeding the prospects of the vision 2025 in the country that aspired to build a well educated population that can serve as nation's competitive human capital in the science and technology world.

According to UNESCO (2008) education is a human right and an important goal in its own right. It is central to the development of human capabilities and peoples potential to choose lives that they value. Abiding to the preceding argument dropping out appeared to deny not only orphans human right to education but also the development of their capabilities and potentials for a better choice of their future lives. If really orphans have to get these benefits firm mechanisms that would retain them in the education system need to be put forward.

4.3.7.6 Orphans Who Passed Standard Seven and Joined Form One in Last Five Years

The director of Friends of Don Bosco children's home said that in 2008 the orphans candidates who did the Standard Seven National Examination were eight, three (03) orphan boys, three (03) non orphans ,and two (02) orphan girls passed National Examination, and only two (02) did not pass the examination.

In 2009 candidates who did National Examination were seven (07), three boys and two(02) girls orphans, passed National Examination, only two (02) pupils did not pass the examination.

In 2010, orphan candidates and non orphan candidates were none.

In 2011 orphan candidates were ten (10) ,only four (04) boys non orphans and five(05) girl orphans passed the examination and joined Form One, only one (01) pupil did not pass the examination.

In 2012 orphan candidates were nine (09) ,all passed National Examination and joined Form One ,five (05) orphan boys and four (04) orphan girls.

Table 21: Orphans Who Passed Standard Seven and Joined Form One in Last Five Years at Don Bosco Children's Home

Year	Candidates who sat for Exams	Orphan Boys who joined Form One	Non Orphan Boys who joined Form One	Orphan Girls who joined Form One	Non Orphan Girls who joined Form One
2008	08	03	03	02	
2009	07	03		02	
2010					
2011	10	04		05	
2012	09	05		04	

The director of Child in the Sun Children's home commented that in 2008 candidates who did National Examinations were fifteen (15), ten orphan boys and five (05) orphan girls joined Form One.

In 2009 candidates were eighteen (18) , fifteen (15) orphan boys and one (01) non orphan passed National Examinations and joined Form One, so only two (02) orphans failed.

In 2010 there were fourteen (14) orphans who did the National Examination twelve (12) orphan boys passed National Examination and joined Form One where as only two (02) orphans failed.

In 2011 candidates who did National Examination were nine (09) only eight (08) orphan boys passed National Examination and joined Form One, and only one (01) orphan boy failed National Examination.

In 2012 candidates who did National Examination were six (06) , all six orphans who were boys passed National Examinations and joined Form One.

Year	Candidates who sat for Exams	Orphan Boys who joined Form One	Non Orphan Boys who joined Form One	Orphan Girls who joined Form	Non Orphan Girls who joined Form One
2008	15	10		05	
2009	18	15	01		
2011	09	08	2011	09	
2012	06	06	2012	06	

Table 22: Orphans Who Passed Standard Seven and Joined Form One in Last Five Years at Child in the Sun Children's Home

The Director of Kurasini Children's Home said that, in 2008 ten (10) candidates did National Examinations. Only six (06) orphans passed National Examination two (02) were orphan boys while four (04) were orphan girls.

In 2009 five (05) candidates did National Examination, and joined Form One. Three were (03) orphan boys, one (01) non orphan boy while one (01) was non orphan girls.

In 2010 six (06) candidates did National Examination, pupils passed National Examination and join Form One were six and two orphans were boys while four orphans were non orphan boys.

In 2011 candidates did National Examination were eight (08) , two (02) orphan boys, one (01) non orphans boy and two (02) non orphan girls passed and joined Form One.

In 2012 candidates who did National Examination, were twelve (12)Three (03) orphan boys, two (02) non orphan boys, two (02) orphan girls and five (05) non orphan girls passed National Examination and joined Form One.

Year	Candidates who sat for Exams	Orphan Boys who joined Form One	Non Orphan Boys who joined Form One	Orphan Girls who joined Form One	Non Orphan Girls who joined Form One
2008	10	02		04	
2009	05	03	01	01	
2010	06	02	04		01
2011	08	02	01		02
2012	12	03	02	02	05

Table 23: Orphans Who Passed Standard Seven and Joined Form One in Last Five Years at Kurasini Children's Home

The director of spring of Hope said than in 2008 – 2009 there were no candidates who did National Examination. But in 2010 candidate who did National Examination were six (06) only four (04) orphans passed National Examination and joined Form One. In 2011 candidates who did National Examination were four (04) and three (03) orphans passed national examination and join Form One. In 2012 candidates who did National

Examination were eight (08) orphan girls and all of them passed National Examination and join Form One.

Table 24: Orphans Who Passed Standard Seven and Joined Form One in Last Five Years at Spring of Hope Children's Home

Year	Candidates who sat for Exams	Orphan Boys who joined Form One	Non Orphan Boys who joined Form One	Orphan Girls who joined Form One	No Orphan Girls who joined Form One
2008					
2009					
2010	06			04	
2011	04			03	
2012	08			08	

4.3.7.7 Comments on the General Performance of Orphans in Primary Education

Two coordinators from Child in the Sun and Spring of Hope commented that, the general performance of the orphan's pupils is average. While the other two coordinators from Kurasini and Friends of Don Bosco said that the general performance of the orphans pupils is poor.

4.3.7.8 Problems faced in Taking Care Of Orphan Pupils

The director of Kurasini children's home said that, there were few care givers as a result it is very difficult to control the orphans, also he does not have enough time to rest. He added that the delay of support from the government forces him to use his own money or to borrow from good Samaritans in order for the orphans to survive. He went further saying the Central government does not come to visit the orphans.

The director of Friends of Don Bosco argued that there is lack of permanent donors, lack of support from the government, poor environment for pupils to study and lack of funds to pay salaries for workers.

The director of Child in the Sun children's home commented that some orphans are not able to follow the instructions in the centre, while others fight with other orphans, and some of the orphans do not like to go to school.

The director of Spring of Hope children's home said that orphans pupils do not understand easily when they are instructed, also children fight among themselves.

4.3.7.9 Suggestions for Solving the Problems of Orphans

The director of Kurasini Children's home suggested that the government should train more caregivers, provide the support on time and the Central Government should visit the orphans and solve their problems.

The director of Friends of Don Bosco said that, the Central government should find the permanent donors to support the orphans, also the Central government itself should support the orphans instead of leaving the burden to the donors only. Furthermore, individuals or groups of people should also support orphans so as to help the orphans to have conducive environment of learning and living in general.

The director of Child in the Sun children's home suggested that there should be more caregivers so as to control effectively the behaviour of orphans and to encourage them to behave well.

The director of Spring of Hope said that the caregivers and teachers should find different methodologies for teaching orphans so that they can understand easily whatever they are taught.

CHAPTER FIVE

DISCUSSION OF THE RESULTS

5.1 Introduction

In the previous chapter, data were presented, analysed and findings given in relation to Public- Private Partnership in supporting orphans in primary education. This chapter discusses the results in relation to Public-Private Partnership in supporting orphan pupils.

5.2 Education Cost paid by the Government NGOs, CBOs and Individuals

The findings is the reflection of the first objective on the strategies of PPP in supporting orphans in primary education.

On the Education costs paid by the Government, NGOs, CBOs and Individuals .The researcher was interested in identifying who sponsored the orphan pupils in primary education. The data revealed that the Central Government and Local Government Authorities, Individuals, NGOs and CBOs such as The Child in the Sun, The friends of Don Bosco children's home , Kurasini Children's home and Spring of Hope children's home, played their part at different levels. The result revealed that the government supported 11(18.3%) pupils, NGOs support 45(75%) pupils and CBOs supported 1(1.7%) pupils whereas individuals supported 3(5%) pupils. In the interviews session one interview mentioned some of organisations which supported orphans namely UNICEF, BLACK TANZANIANS, TULEANE, PASADA, SAVE THE CHILD, Religious groups known as CARITAS, SMALL CHRISTIAN COMMUNITIES known as ("Jumuia Ndogondogo")

who visited the orphans and provide food, money, clothes and sometimes they did cleanliness in the children's homes. Also the Muslim during the Ramadhan support the orphans in the same manner to what the Christian communities do, because they believe that charity is a serious attachment of the period of Ramadhan. The researcher also observed that even University students of Dar es Salaam organised a tour to visit the children's homes whereby they provided them with soap, sweets, biscuits and some amount money. Furthermore the President of the United Republic of Tanzania during Ramadhan invited orphans at the State House and had dinner ("futuru") with them. Also he provided them with goats during Eid celebration.

Not only the President who cared for orphans but also the Director General of ITV media, Mr Reginal Mengi assisted orphan pupils in different ways. Such as , by providing them with food school fees, uniform and stationeries. They are also politicians and other charitable groups who support the orphans in one way or another.

The evidence from the data showed that NGOs did better in supporting orphans, followed by the government and CBOs. This meant that government did not put considerable effort on a supporting orphans but it drew most of its attention in politics and even the support it offered looked more political than it should have actually been in supporting orphans. CBOs did not support orphan pupils so much, this may be because of stereo type that supporting orphans is the duty of the government and NGOs. People should remove their negative attitude and instead should come forward to support orphans.

Individuals tried their level best to support orphan pupils , which showed how they were touched by the orphanage situation. Therefore, there is a call for all people to join hands together in order to support orphans. The government should put substantial effort in supporting orphan pupils so as to make them have better future so to develop our country

in future. Therefore, the findings are in line with Katabaro (1992) who found that, NGOs were the immediate actors expected to support needy orphans. Furthermore, it appeared that the community had not been mobilised to create social safety schemes that could assist to address the financing for orphans' costs for schooling. Katabaro (1992) also found that, community members were not incorporated in contributing for the welfare of the orphaned children.

UNAIDS, UNICEF, and USAID (2004) argued that after families, community is the next safety net to ensure the well being of orphans. Therefore reinforcing the capacity of communities to support, protect and provide care is fundamentally important to building response that would match the demand for orphans' support in order to meet the costs of schooling.

In a similar research done in Switzerland, the findings revealed that families were in the first line to support and defend the orphans pupils and they provided direct support to the children. Also other organizations like NGOs, FBOs and CBOs did better in supporting orphans pupils (Turman, 2008). Therefore the researcher concluded that, Tanzanians should emulate what is happening in Switzerland whereby, families, NGOs, FBOs and CBOs did better in supporting orphan pupils. In Tanzania most of the people support much in ceremonies like send off and kitchen parties, wedding ceremonies and politics issues rather than supporting disadvantages or marginalized pupils like orphans and disabilities.

The researcher calls to the Government, NGOs, CBOs, families and all the people to join hands together to support orphan pupils in primary education so that they can have better future. As the evidence from the field data one respondent explained how she joined the children's home and who provided the support for her.

The following is an orphan child's narration about herself.

Orphan Girl Child's story

“I am a girl of thirteen years old, and I am in standard six at Mtongani Sabasaba Primary School. I come from Mwanza Region.

In my family, we are four children, and I am the second born. Both of my parents are still alive. I ran away from home to Dar es Salaam because my father used to beat me every day without reasons. I reported to the police station in Dar es Salaam and they sent me to Social Welfare Station and then I was sent to Kurasini Children's Home.

I cannot remember how long I have been staying here because I arrived here when I was very young. The services which I am being provided here, include: food, shoes, school bag, bed sheets, stationeries just to mention a few.

There are several problems which I face in this Children's Home. Sometimes there is inadequate food, stationeries, socks, shoes, bed sheets and the like.

We receive support from the Government, NGOs and Individuals, The supports include : sugar, beans, cooking oil, rice, washing and bathing soap just to mention a few. I am requesting the government, NGOs individuals to give us the maximum support so that we can have a conducive environment of learning which will enable us to pass the National Examinations and have good life in future”.

5.3 Adequacy of support to meet orphans pupils

The researcher focused on finding out the kind of support that orphans received. From the data it showed that 36(60%) orphan pupils were provided with school fees, uniform, stationeries and food. Others paid for stationeries alone, food only and some paid for uniforms only, whereas others paid for all costs were 9(15%). Those pupils who received support except school fees were 7(11.7%). Only nine out of sixty pupils could be provided full support by various organisations, government and individuals.

The findings show that the supporters of orphan pupils did not provide all the requirements . Even the government did not provide everything to the orphans.

Therefore, the support is not enough for all orphan pupils due to the increased of number of orphans which in one way or another, result of the pandemic disease HIV/AIDS, which kills many people and leave the orphans helplessly. However the researcher observed that

in most of children's homes the orphans pupils received inadequate supply of uniforms, food, shoes, stationeries , transport , mattresses , bed sheets and mosquito nets. During rain, season orphan pupils get soaked due to walking long distances from the school. Some orphans had problems in crossing the highways as go to school for they are still young. So some people had to assist them in crossing the road. The researcher also noted that most of the coordinators of orphan children's homes had vehicles but they used them for their own businesses. This shows that sometimes these orphans coordinators are requesting aid from abroad for the orphans but , orphans do not benefit from the aid.

Therefore, the government should make the follow up of those organizations and direct them on how they should take care of the orphans, and punish those who do not follow the stipulated guidelines or even terminate their services. Other researchers also got similar results on the adequacy of the support for the orphans. Studies on orphans' schooling show that, orphans in primary schools have been receiving support differently. Lango, (2006) in a study on the community responses on the provision of Education to Orphans in Njombe District found that, through most of the orphans in school managed to get aid from different organisations which include NGOs, religious organization and their relatives, some orphan children had been doing odd jobs in other people's houses so as to get money to sustain their needs. In the same vein Salia, (2006) in a study on Orphans and vulnerable Children Access to primary Education in Temeke District found that, donors like CCBRT & SAKURA supported a few pupils to meet all their necessary needs as OVC for their schooling.

Combined efforts from different education stakeholders had been influential in enabling the majority of the orphans meet the costs of schooling. The picture that emerges is that the supporting burden for the needy orphans to meet their costs of schooling is not a sole

responsibility of the government, NGOs or CBOs alone. It is possible for it to be shared by education stakeholders who are able and are willing to do so. Basically

, in adequacy of support to meet all the needy orphans has implications in future, because orphans who are denied access to primary education this time they will become inefficient labour force in the country. It was researcher's opinion that education stakeholders have to join hands and assist orphan pupils in primary education. By so doing it would help break the boundaries of marginalisation in primary education on cost hold backs, and prepare an educated society.

The finding were also in line with (Foster, 2005) noted that Nepal is a poorest country because of economic boom after the end of 13 year long civil war and abolition of monarch in 2006. The country has also pupil orphans, living in the Association Sertshang Orphanage Home. These orphans are supported by German, Austria and other Switzerland donors. One sponsorship support 40 Swiss francs / 30 Euros per month which covers the basic living cost for one child. Donation can have a big effect, with 10 Swiss francs / 7 Euros, for example 5, high quality flashlights can be bought, due to frequently power breakouts. With 50 Swiss francs / 35 Euros under wears and socks for all orphan pupils can be bought, whereas 100 Swiss francs / 70 Euros allow a day – trip for the whole orphanage. In order to make sure that the support is used accordingly, the donors visit the orphanage once per year and spends two weeks in the orphanage and advise the government in pedagogical questions, keep a friendly relationship to the children, control the bookkeeping and make sure that all donations are spent in full range for the benefit of the children.

The researcher concluded that, Nepal country, the poorest one succeeded to support orphans through donors, because of doing the follow up, transparency and accountability. It

is a call for the Government of Tanzania , NGO , CBOs , families and everyone to follow the example of Nepal to do his/her own part as Nepal did in order to enhance the primary education of orphan pupils and their life at large , so as to boost the development of the country in future.

Another evidence from the field data revealed how the orphan pupils face inadequate support in the children's homes as one of the respondents has explained.

Orphan Boy Child story's of How it all started

“ I am a boy of twelve years old. I am in standard six at Mbezi Primary School. I do not know how big my family is because I arrived here , when I was very young, but I was told by my relatives that I am the last born in my family. I come from Shinyanga. My parents passed away. Thereafter I was brought here by Social Welfare. I have been staying here for eight years. In this Child in the Sun Children's Home, different services are provided to us like food, shelter, health services and education.

There are different problems which I face, namely: Inadequate of socks, exercise books, shoes, shirts, mosquito nets just to mention a few. I am taught good morals like how to be a good boy such as greeting the adults, cooperating with my mates, washing dishes, studying hard and the like.

My performance in my subjects is average. When I get back from the school I get time for my personal studies, especially after supper from 8.00 pm to 10.00 pm, whereby I do my assignments and reverse what I learn in the school.

Sometime I received support or aid from the government , NGOs , CBOs , Politicians and individual . For example: Stationeries, clothes, food ,school fees and health Services. I request the government, NGO's, CBOs, Politicians and good samaritans to increase more support to orphans so that they can have better future.”

5.4 Problems Facing Orphan Pupils in Children's Homes

The researcher sought to investigate the challenges orphan pupils faced in children's homes . The data revealed that a range of the challenges were: Inadequate stationeries, inadequate uniform, inadequate transport, inadequate health services, inadequate bed sheets and nets. 19 (3.7%) orphan pupils said that they faced all the problems listed, while 1(1.7%) orphan pupil said that there was inadequate health services and another one 1 (1.7%) said that

there were inadequate bed sheets and mosquito nets respectively. Although 9 (15%) pupils said that they face none of the problems. This cannot dismiss the fact that in the sample centres, those are the problems which were observed and so they can be generalised as being relevant to all centres no matter where they are located.

The researcher observed that those respondents who said that they faced none of the problems mentioned, were wrong because the researcher witnessed the orphan pupils who were going to school on foot, this confirms that they lacked the transport services, therefore the respondents lacked transparency in filling in the questionnaires.

In the urban areas like Dar es Salaam the problem of transport for pupils/students does not seem to have a permanent solution. Neither the government nor NGOs has come with a variable strategy to hold this problem to a halt. 10 (16.7%) pupils who said they faced transport problems were very right.

The finding is in line with (Subarrao *et al*, 2001) who found that in developing countries orphans face in consistent access to basic needs like food, health services, clothing, nutrition, transport and education.

Also the findings above agree with (Matete, 2007) who established that in Mbeya city most orphans lacked basic school needs to facilitate their learning . What is required is for the sponsors to establish their own sources of generating income so as to reduce reliance donors' support . Also the government should do surprise inspections on the children's homes to see if orphan children are living in a good environment which could enable them to be at peace. Otherwise , the children's homes which do not meet the instructed criteria, should be warned or be terminated.

More evidence from the field data revealed how orphans pupils faced different challenges and they provided the solutions to their challenges as one responded explained.

Orphan Girl Child's story

"I am a girl of fifteen years old. I am in standard six in Kimara Primary School. I come from Singida region. We are five children in our family and I am the last born. I arrived in Dar es Salaam City after the death of my mother. My father is a driver so he travels a lot outside Tanzania. I was brought in Dar es Salaam by my aunt so that I could be sent to school. Unfortunately, my aunt betrayed me by giving me a lot of work at home so I became a house girl. I decided to go to police station and they sent me to Spring of Hope Children's Home where I am taken care of.

Here in the Children's Home I am provided with different requirements, such as: food stationeries, uniform, bed sheets, shoes, just to mention a few.

Sometimes I face different problems like: Inadequate stationeries, school bag, food, transport, bed sheet and the like.

Different good samaritans provide us with different supports, for example, the government, NGOs, CBOs and individuals provide us with flour, sugar, soap, money and repair the buildings.

I get good time to have my personal studies especially after supper. My performance in my studies is average. I am requesting more people to support us so that we can have better life in future".

CHAPTER SIX

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

6.1 Introduction

The previous chapter, has discussion on the findings concerning the relation to public-private partnership in supporting orphans in primary education. This chapter summarizes, concludes and outlines the recommendations of the study based on the research findings.

Finally it suggests areas for further research.

6.2 Summary of the study

This study investigated the Public Private Partnership in supporting orphans in primary education in Dar es Salaam Region. It identified strategies used by public-private partnership in supporting orphan pupils in primary education, investigated on how PPP was working in supporting orphans pupils in primary education and finally it examined the modality for more effective PPP in supporting orphan pupils in primary education.

Related studies were reviewed for the sake of enriching the researcher's knowledge about the research problem and establishing the existing gap that was to be filled by this study. It was evident that PPP did not support all education costs for orphan pupils, but each partner supported just a portion. Nonetheless, the study highlighted some problems which orphan pupils faced in their costs of schooling.

Qualitative and quantitative research approaches were employed to facilitate the study.

Four children's homes which had a good number of orphans were able to answer the

questionnaire well. A total of 65 respondents of different categories were involved in the study so as to generate both extensive and complementary information about the problem being investigated. Purposive sampling technique was used to select the following respondents; one social welfare official, four orphans' coordinators. Data collection was made possible by the use of interview. Other respondents were sixty orphan pupils also the purposive sampling technique was used to select them due to having the capacity of expressing themselves. Data collection was made possible by the use of interview.

The findings were presented on the basis of three research tasks.

The first research task sought to assess the strategies used by the public private partners in supporting orphan pupils in primary education. Finding revealed that the partners supporting orphan pupils in primary education by providing them with school fees, school uniform, stationeries, food, transport, health services and contraction. The finding was in consistent with (ESAURP, 2002).

It was observed that the support is in insufficient .It has therefore been recommended that, the government should find other sources of supporting orphan pupils, also NGOs should use the support donated to them for orphans only not for enriching themselves. Moreover, the majority should support the orphan pupils rather than waiting for the government, NGOs and CBOs alone supporting the orphan pupils.

The second research task aimed at investigating how well PPP is working in supporting orphan pupils.

The findings revealed that so far the PPP has not done very well in supporting orphan pupils but its start is good and potential for performing better is there.

The finding was in consisted with (Omari and Heather, 2012) who argued that PPP do not share capitation grants, even for orphans, disabled children or poor. Also there is no

predictable annual dialogue between the Private sector and ministry, unfriendly intermitted formal meetings and thus lack of dialogue for shaping common goals.

The third task examined the extent to develop modality for more effective PPP in supporting orphan pupils in primary education.

Findings revealed that the government should visit the children's home, partners should participate in meetings and partners should be transparent.

The finding is in line with (Carrigan, 2005) who observed that the government should understand its organisational capabilities, including its limitation and new legislation create new vision of each partnership should be built on a consensus and ultimate goals for the stakeholders.

Also the finding is in line with (Masudi, 1998) who noted that today players have multiplied and the partnership need to be more dynamic. Each partner has to collaborate with the other in a strong mode involving exchange of information and consultations.

Therefore, currently there could be competition more than collaboration, underscoring the responsibility of the being conflicting goals and motives.

6.3 Conclusion

This study intended to asses the strategies used by the public private partners in financing orphan pupils in primary education, how well does PPP work in supporting orphans pupils and the modality for more effective in supporting orphan pupils in primary education.

The study found that the partners supporting orphan pupils in primary education by provide them school fees, school uniform, stationeries, food, transport, health services and construction. The finding was consistent with (ESAURP, 2002) maintains that the world Bank has set multi-sectoral aids project that entails a components of assistance to

orphans. The World Bank through the civil society fund component supports community based initiatives in order to address educational, health and social needs to the orphans.

In the second aspect, the study found that so far the PPP has not done well, but its start is good and potential for performing better is there.

The finding is in consistent with (Omari and Heather, 2012) who argued that PPP do not share capitation grants, even for orphans, disabled children or poor. Also there is no predictable annual dialogue between the private sector and the ministry, unfriendly relation intermittent formal meetings and thus lack of dialogue for shaping common goals and course of action.

In the third aspect, the study found that PPP should have several meetings in order to know each other and their services delivered to the orphan pupils. Also the governments should visit children's homes and discuss together on how to solve PPP problems. Partners should participate in meetings and be transparent about the services they deliver to the orphan pupils. The finding was in line with (Caingan , 2005) who argued that PPP should establish a clear and Rational Decision making process, agreement on the processes help to ensure that the partnership establish effective policies and implement them efficiently and collaboratively process.

6.4 Recommendations for policy Actions

The public-private partnership plays an important role on supporting orphans pupils in primary education.

In order to increase efficiency the researcher recommends that:

- The orphan coordinators should participate in annual meetings so that together they can share ideas on how to solve the problems of supporting orphan pupils in primary education.
- The orphan coordinators should be transparent to the government by showing explaining how they deliver their services and supporting the orphan pupils in primary education.
- The government should visit inspect the children's homes to know if they meet the conditions of operating the children's homes.
- The government must remain active in education planning rather than handing-over to the partners. The controlling and observation of those private partners should be done as often as possible.
- The government should establish a national policy framework that will drive PPP in the public service delivery. Without such as policy frame work ,would be very difficult to have efficient and effective PPP. It is proposed that such unit of policy framework will give mandate of assessing the appropriateness among others, are economic viability, affordability and to deliver the services according to output specification under the auspices of the regulatory framework.
- The district government authority has to establish the Education Trust Fund (ETP) through which contributions from education stakeholders could be channeled for the purpose of finding education. Through ETF, the provision of financial support to meet the needy orphans support of schooling should be given priority when delivering its services.
- Since the financial support offered by education stakeholders neither meets all the needy orphans pupils nor suffices the total direct costs of schooling, the Local

Government Authorities have to make sure that their people are informed of the education stakeholders who assist the needy orphans to meet their costs of schooling and inform them of the procedures for accessing such sponsorships.

6.5 Recommendation for Further Research

The study noted several issues and gaps required to be addressed. On this basis the following suggestions are hereby put forward:

- Since the study was conducted in four children's homes only, there is a need to conduct similar studies using large samples in other children's homes for generalisation purposes.
- Further research should be carried out on similar aspects but with orphan students attending vocational education and training in the country.

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APPENDICES

THE OPEN UNIVERSITY OF TANZANIA FACULTY OF EDUCATION

Appendix A: Guide questions for Social Welfare Officers

I am conducting a research on the public – private partnership in supporting orphans in primary education in Tanzania. I expect to get your opinion on the research topic and the real situation on the orphanage. I have the honour to request your assistance so that I get the necessary information for the study. Kindly respond to the questions by filling the gaps, providing short answers, by ticking (✓) against the appropriate statement.

Name of respondent

Name of children's home

Male ()

Female ()

How well does PPP work in supporting orphan pupils in primary education?

1. How should the Public – Private Partnership work for making your work easier?

a) Join the meeting among them ()

b) Having annual meetings with recipients ()

c) Participation in setting tuition fee and other costs ()

2. What have been the problems of the current arrangement? If any

a) _____

b) _____

c) _____

3. How should the problems be solved?

a) _____

b) _____

c) _____

4. How many orphans have been supported here in last five the years by various partners indicated in the following table?

Years	Government	Donors	NGOs	CBOs	Individuals
2008					
2009					
2010					
2011					
2012					

5. How many orphans have dropped out of your organisation in the last five year years?

Years	Orphan Boys who Dropped Out	Non Orphan Boys who Dropped Out	Orphan Girls who Dropped Out	Non Orphan Girls who Dropped Out
2008				
2009				
2010				
2011				
2012				

6. If there are some orphans who dropped out, what were the main causes?

a. _____ d. _____

b. _____ e. _____

c. _____ f. _____

7. How do you comment on the general performance of orphans pupils in

Primary school?

- a. Very good () c. Poor ()
- b. Good () d. Very poor ()

8. How many orphans passed standard seven Examinations and joined Form One in the last five years?

Years	Candidates who set for Exams	Orphan Boys	Non Orphan Boys	Orphan Girls	Non Orphan Girls
2008					
2009					
2010					
2011					
2012					

9. What problems do you face in taking care of the orphan pupils?

- a. _____
- b. _____
- c. _____
- d. _____

10. Suggest ways on how the problems should be solved?

- a. _____
- b. _____
- c. _____
- d. _____

THANK YOU FOR YOUR COOPERATION

Appendix B: Guide Questions for Orphan Pupils.

This questionnaire is part of the research on the public – private partnership in supporting of orphans in primary education in Tanzania. I expect to get your opinion regarding the research partnership and the real situation on the orphanage. I have the honour to request your assistance so that I get the necessary information for the study. Kindly respond to the questions by filling the gaps, giving short answers, ticking (✓) against the appropriate statement.

Name of the children's home

Location

Age

Sex

Class viii – v () v – viii ()

Nature of Orphanism

I lost my father ()

I lost my mother ()

I lost both father and mother ()

1. How many are you in your family?
2. When did you become an orphan?
3. Who pays for your schooling costs here?

a. The Government () d. Guardians ()

- b. NGOs ()
- c. CBOs ()
- e. Individuals ()
- f. I don't know ()

4. What kind of education costs do they pay?

- a. School fees () d. Transport ()
- b. Uniform () e. Pocket money ()
- c. Stationeries () f. Food ()

5. Should your classmates know that you are an orphan?

Yes () No ()

If the response is “Yes”. Why? Explain

.....

.....

If the response is “No”. Why? Explain

.....

.....

6. Do your classmates help you when you beg for anything?

Yes () No ()

If the response is “No”, How do you feel? Explain

.....

.....

7. What problems do you face in this orphanage?

- a) Inadequate food () d) Inadequate transport ()
- b) Inadequate stationeries () e) Inadequate health services ()
- c) Inadequate uniform () f) Inadequate bed sheets and nets ()

8. Do you get enough time for your private studies?

- a) Yes () b) No ()

If the response is “ Yes”. From what time?

- a) 2 – 4 pm () c) I don’t know ()
b) 8 – 10pm () d) I don’t have time ()

9. Suggest ways on how these problems should be solved?

.....
.....
.....

THANK YOU FOR YOUR COOPERATION

Appendix C: Guide Questions for Coordinators of Orphan Pupils.

This questionnaire is part of the research on the public – private partnership in supporting orphans in primary education in Tanzania. I expect to get your opinion regarding the Partnership and the real situation on the orphanage. I have the honour to request your assistance so that I get information necessary for the study. Kindly respond to the questions by filling the gaps, giving short answers, ticking (✓) against the appropriate statement.

Name of respondent

Position of respondent

Male () Female ()

What are the strategies used by partners in financing orphan pupils in primary education?

1. Which organization are actively supporting orphans here?

- a) Central Government () c) NGOs ()
b) Local Government () d) Individuals ()

2. What exactly do these organisations do?

- a. _____ d. _____
b. _____ e. _____
c. _____ f. _____

3. How much money was contributed last year, 2012

Organisation	Amount in T. Sh.
Central government	
Local Government	
NGOs Organization	
Individuals	

4. What other supports are they giving?

- | | | | |
|---------------------------|-----|----------------------------|-----|
| a) Paying school fees | () | e) Provide health services | () |
| b) Provide food | () | f) Provide transport | () |
| c) Provide stationeries | () | g) Constructing buildings | () |
| d) Provide school uniform | () | | |

5. Does the support provided meet all the need of the pupils?

- a. Yes () b. No ()

If the response is “ No”. what are the areas of greatest need but not covered?

- a. _____
- b. _____
- c. _____

THANK YOU FOR YOUR COOPERATION